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Health Curriculum: Kindergarten Through Tenth Grade

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HEALTH CURRICULUM:

KINDERGARTEN THROUGH TENTH GRADE

BY

Linda Kay Niendiek

B.S.	Eastern Illinois University	1975
M.S.	Eastern Illinois University	1979

FIELD STUDY

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS

1980

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HEALTH CURRICULUM:
KINDERGARTEN THROUGH TENTH GRADE

ABSTRACT

Objectives

The purpose of this field study was to develop a health curriculum for grades kindergarten through tenth grade of Teutopolis Community Unit School District #50. The reasons for developing this health curriculum were:

1. To assure a continuous program of health instruction throughout the Teutopolis School System.
2. To assure a program of instruction that follows a logical continuum rather than a repetitious one.
3. To assure that students are familiar with the physical, mental, and social aspects of health.

Procedures

Teachers in the elementary grades met on several occasions, in small groups, with the health education teacher to discuss what health material is presently being taught. Likewise, the junior high and the high school instructors who teach health-related material met to determine subject matter the various instructors teach. These meetings were necessary in order to prevent duplication of audio-visual material and subject matter. The information from the meetings was compiled and a health curriculum for kindergarten through tenth grade was developed.

ACKNOWLEDGEMENTS

The writer wishes to express her appreciation to Dr. David Bartz and Mr. Patrick Green for their assistance in this study, to Mrs. Amy Pruemer for her patience, to Mary and Frank Kalika for their support, and to Dave Niendiek for his understanding during the task of completing this field study.

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CHAPTER I

Introduction

"Man does not die, he kills himself."¹ This was a statement made by the Roman philosopher, Lucius Seneca, two thousand years ago which still holds true today. This observation indicates a necessity for health instructional programs in schools.

Doctors can be of assistance in only ten per cent of the factors that affect a person's health.² The medical profession has little or no control over the other ninety per cent of the factors, such as: smoking, diet, exercise, and drugs that determine an individual's well-being. In order to make people knowledgeable in the areas of health which are not controlled by the medical system, health classes are being conducted in public schools.

Children at a young age need to learn to practice self-help, preventive medicine. To do this intelligently requires a knowledge of health matters and a change in behavior to conform to the facts about health. The knowledge and behavioral changes needed can be attained by offering health programs beginning in the early grades of school and continuing on through high school level. The purpose of

¹Dr. Charles A. Bucher, Health, (New Jersey: Silver Berdett Company, 1980), p. T3.

²Ibid.

a health curriculum for grades kindergarten through tenth grade is to provide students with factual information concerning the mental, physical, and social aspects of health--the scientific basis for intelligent self-help, preventive medicine. Likewise, health instruction will provide students with the knowledge for developing life-styles that will better assure them of long, healthy, happy, and productive lives.

Statement Of The Problem

What students are taught at one grade level is often repeated at the next grade level. When instructors repeat the teaching of previous material, students often become bored and can cause disciplinary problems. Instructors must work together in selecting material which will be covered in one subject area according to grade level with little overlap of the subject matter by the instructors.

The major area which this field experience will explore is: The development of a health curriculum for kindergarten through tenth grade with a minimum of overlap of the subject matter from each preceding grade level.

CHAPTER II

Related Literature

The state of Illinois has a major responsibility to provide an education for its citizens. One subject area which is required in school systems throughout Illinois is health education. According to the State Board of Education, Document Number I:

Each school system shall be in compliance with the rules and regulations and guidelines issued pursuant to the 'Critical Health Education Act' (Section 861 of The School Code of Illinois).

- a. The health education program shall include, but not be limited to, the following major educational areas as a basis for curricula in all elementary and secondary schools: human ecology and health, human growth and development, prevention and control of disease, public and environmental health, consumer health, safety education and disaster survival, mental health and illness, personal health habits, alcohol, drug use and abuse, tobacco, nutrition, and dental health.
- b. There is no specific time requirement for grades K-6; however, health education shall be a part of the formal regular instructional program at each grade level.
- c. The minimal time allocation shall not be less than one semester or the equivalent during the middle or junior high experience.
- d. The minimal time allocation shall not be less than one semester or the equivalent during the high school experience.

In order to comply with state guidelines regarding

³Illinois, State Board Of Education, Document Number I (1977), art. 4, sec. 2.17.

the subject of health education, a curriculum for grades kindergarten through high school is necessary. A health curriculum will provide a continuous teaching spectrum of health education with a minimum of subject overlap.

Many publishing companies publish health books, health literature, and health audio-visual materials which are excellent sources from which to compile a health curriculum. These materials can also provide health instructors with added information on subject matter, as well as, provide students with a student textbook and additional learning materials. Although much health material is available, it is important to choose that material which is the most appropriate for a specific school district.

Objectives

The purpose of this field study is to develop a health curriculum for grades kindergarten through high school of Teutopolis Community Unit #50. The objectives to be reached are:

1. To assure a continuous program of health instruction throughout the Teutopolis school system.
2. To assure a program of instruction that follows a logical continuum rather than a repetitious one.
3. To assure that students are familiar with the physical, mental, and social aspects of health.

PROCEDURES

General Design

General discussion meetings will be held with the elementary, junior high, and high school instructors of health-related subjects to discuss what health material is taught at each grade level. These meetings will be held in the Teutopolis High School library on institute days according to the following time schedule:

<u>Date</u>	<u>Time</u>	<u>Instructors</u>
August 22	1:30 P.M.	K-3 instructors
September 22	1:30 P.M.	4-6 instructors
October 9	1:30 P.M.	7-8 instructors
October 10	1:30 P.M.	High school instructors (biology, social problems, general science)
October 15	7:30 A.M.	Make-up date

The information from the meetings will be gathered, and a committee made up of two elementary instructors, two junior high instructors, the high school health, biology, social problems, and general science instructors, and the high school assistant principal will determine subject matter to be taught at the different educational levels. The health instructor teaches both junior high and high school health.

After a mutual agreement is reached about the division of course content to be taught at the different grade levels, the health instructor with the guidance of the assistant principal will develop a health curriculum for kindergarten through

high school for Teutopolis Unit #50.

Sample and Population

All the teachers of grades kindergarten through eighth grade and the high school instructors who teach health-related subjects will meet with the health instructor and assistant principal to discuss what health material each instructor teaches.

Teutopolis Community Unit #50 represents an all white, rural population consisting of approximately 3,000 people. The community is primarily made up of the German-Catholic culture. It is to be assumed that this field study will be representative of similar districts. However, it may be unwise to infer that the health curriculum would be appropriate for a larger school district.

Time Schedule

The three phases of this study will be completed in the following sequence:

Meetings and discussions	Two months
Reviewing of additional literature	One month
Preparation of report	Two months

CHAPTER III--METHODOLOGY

PART I

Minutes of the Meetings

Introduction

Before the health curriculum for kindergarten through tenth grade was written, meetings with instructors of all levels were held to discuss what health-related material was taught at each grade level. The instructors attending each meeting discussed what topics they covered and which person they thought should teach each subject area. Final agreement was reached as to which instructor would teach what health-related subject matter. After the completion of the meetings, the health instructor, Linda Niendiek, began work on a health curriculum for kindergarten through tenth grade to be used in Teutopolis Community Unit School District #50.

August 22, 1980

A meeting was held in the high school library with the teachers of grades kindergarten through third grade to discuss what aspects of health education they teach in their classrooms. The meeting was conducted by Linda Niendiek, health instructor, and the assistant principal, Mr. Green.

The grade school instructors agreed that the subject of health was incorporated into the general class instruction. Some of the health instructional items incorporated into the

elementary classroom instruction were friendship, health checkups, eye doctors, dentists, crossing the street, taking medicine and the "Keep America Clean Program". The teachers indicated a need for additional health material which could be used in their classroom instruction. However, the teachers stated that the emphasis at kindergarten through third grade should be on reading and writing. The instructors wanted to continue to incorporate health activities in their classroom lessons and did not want to set aside time for a specific health class.

September 22, 1980

A meeting was held in the high school library with the teachers of grades four through six to discuss what aspects of health education they teach in their classrooms. Also in attendance at the meeting were Linda Niendiek, health instructor, and Mr. Green, assistant principal.

At the present time, no formal health instruction is being conducted in grades four through six. The fourth and fifth grade teachers expressed a preference for health education to be taught through activities in the classroom. These teachers also felt that concentration should be placed on reading and math skills at the fourth and fifth grade levels. Activities would be incorporated into the schedule approximately twice a month for one hour. The fourth and fifth grade teachers expressed an interest in offering health education class to the sixth graders. The sixth grade instructors agreed with their fellow professionals that a health

education class should be offered for one-half hour a day, the second semester, of the sixth grade level.

The sixth grade instructors volunteered to review health texts to find one suitable for health instruction at the sixth grade level. Mr. Green, assistant principal, advised the sixth grade instructors to send letters to publishers for complimentary copies of elementary health books for their review.

October 9, 1980

A meeting was held in the high school library with the junior high science and health instructors to discuss what aspects of health education they teach in their classrooms. The meeting was called to order and conducted by Linda Niendiek, health instructor, and Mr. Green, assistant principal.

The science instructors indicated that they taught the systems of the body, first aid, and ecology. The health instructor, likewise, indicated that he also included systems of the body, first aid, and ecology in his curriculum. After a lengthy discussion, the science instructors agreed to teach only general aspects of the systems of the body and to concentrate only on the scientific part of ecology. The health instructor agreed to cover first aid, the specific aspects of the systems of the body, and the health problems related to ecology. The instructors of both areas agreed to keep track of what health-related audio-visual materials are used in the course of one teaching year and to make an effort

not to duplicate these materials

At the present time, health education is taught for one semester during the eighth grade year. The instructors indicated a preference to keep health education at the eighth grade level and to have no formal health instruction at the seventh grade level. The instructors further agreed to have the teaching emphasis be on science during the seventh grade year. It was pointed out by Mr. Green that the school is meeting the requirement set by the State of Illinois for health education by offering health for one semester during the junior high experience.

October 10, 1980

A meeting was held in the high school library with the high school instructors of biology, social problems, general science, and health education, to discuss what health-related matters each instructor taught in his class. The meeting was conducted by Linda Niendiek, health instructor, and Mr. Green, assistant principal.

The biology instructor began the discussion, stating that he taught the chemical aspects of systems of the body, blood types and Rh factors, genetic disorders, and origin of the species. The social problems instructor indicated that she taught suicide, emotions and emotional needs, family relationships, and drug abuse. The general science instructor stated that she taught systems of the body and ecology. Health education at the high school level includes death and dying, old age, family living, and sex education. A discussion

followed concerning which instructor should teach what areas of health. The health instructor indicated that the systems of the body are already covered in eighth grade.

The students in high school are required to take health education and biology or general science. The general science class serves as a substitute for biology for the remedial students. After a lengthy discussion, the instructors came to an agreement on the teaching of the health subjects. The biology teacher will teach the chemical aspects of systems of the body, Rh factor of blood types, genetic disorders, and the origin of the species. The social problems instructor will teach suicide as related to a person's emotions and emotional needs, drug abuse, and the psychological pressures of the teenage years. The general science instructor will review the systems of the body and ecology. The health instructor will cover death and dying, old age, family living, and sex education. The assistant principal, Mr. Green, emphasized the importance of having administrative approval of any and all material used for instruction for sex education. Mr. Green also suggested that teenage pregnancy be covered in health education class.

Before the meeting adjourned, a date of October 15, 1980, at 7:30 A.M., was set for the health instructor and Mr. Green to go over what is to be covered in each respective class where health-related subject matter is taught.

October 15, 1980

Mr. Green and Mrs. Niendiek met for approximately one

hour to discuss what health-related subject matter will be covered in the different classes. Also, a review was made of the state law regarding health education classes and the subjects which must be covered. As a result of the meetings held with the different instructors, Mrs. Niendiek now has a basis for writing a kindergarten through tenth grade health curriculum. The health curriculum is intended for use in Teutopolis Community Unit School District #50 for the 1981-82 school year.

PART II

Suggested Health Curriculum for
Kindergarten through Third GradeIntroduction

The instructors of kindergarten through third grade, as a result of an earlier meeting, mutually agreed to have health activities incorporated into their classroom work. Likewise, these instructors felt that the major emphasis during earlier school years should be on reading and writing.

On the following pages, the reader will find an example of an activity that could be used at a particular grade level and other suggested health topics which could be formulated into a class activity for health.

KINDERGARTEN

Lesson Subject: Stop signs

Activity:

The teacher will ask the following questions to begin the lesson.

1. What color are stop signs?
2. What does the word stop mean?
3. Who should stop at stop signs?
4. If a person is walking to school and crosses the street at a stop sign, what should he do?
5. What is the shape of a stop sign?

After the students answer the questions, the instructor will pass out a picture of a stop sign. The students are then asked to color the stop sign. The instructor will point out the color of crayons which are necessary for this project.

After the students have colored their stop signs, a simulated "Main Street" will be made. The stop signs which the students colored will be placed along the course. The students will be the automobile drivers and the pedestrians, and the teacher will give instructions. The course instructions will be: How many stop signs must the blue driver obey to get to the grocery store? What if pedestrian A wants to cross the street by the first stop sign; should the blue car wait? Other traffic signs could be discussed, colored, and added to the traffic course. The students can learn while having fun with this health activity.

ADDITIONAL POSSIBLE TOPICS FOR
KINDERGARTEN HEALTH ACTIVITIES

- I. Washing and drying of hands
- II. Brushing of teeth
- III. Tying of shoes
- IV. Combing of hair
- V. Blowing of nose
- VI. Dressing appropriately
- VII. Sharing possessions
- VIII. Visiting the fire station
- IX. Socializing with others
- X. Training in bathroom procedures

FIRST GRADE

Lesson Subject: Feelings

Activity:

The teacher will show the students pictures of facial expressions which were obtained from magazines. The pictures will suggest the feelings of fear, sadness, happiness, shyness, and surprise. The teacher will explain the meaning of each of the facial expressions. For example: The teacher will ask the students what the word shy means. After giving the students a chance to explain what the word shy means, he will then give a definition of the word. The teacher should stress that we all feel shy at times, especially, when we are in strange places or when we do not quite know what to do. Last of all, the students will make masks out of paper bags by drawing a face on the bag which shows some type of feeling.*

* This activity will take more than one activity period.

ADDITIONAL POSSIBLE TOPICS FOR
FIRST GRADE ACTIVITIES

I. KEEPING HEALTHY

- A. Exercise
- B. Sleep

II. HEALTH CHECKUPS--WHAT HAPPENS?

- A. Medical doctor
- B. Eye Doctor
- C. Dentist
- D. Hearing test by school nurse

III. SAFETY

- A. Crossing the street
- B. Playing on the playground
- C. Refusing rides from strangers
- D. Taking medicine properly
- E. Bicycling safety rules

IV. FOOD

- A. Producing energy
- B. Eating breakfast
- C. Tasting new foods

V. TEETH

- A. Purpose of having teeth
- B. Primary teeth
- C. Cavities
- D. Brushing the teeth
- E. Flossing the teeth

VI. BEING RESPONSIBLE

- A. Hanging up clothing
- B. Keeping shoes clean
- C. Putting away personal possessions
- D. Keeping the classroom clean

VII. ECOLOGY

- A. Saving water
- B. Saving electricity
- C. Saving paper

SECOND GRADE

Lesson Subject: Sense of touch

Activity:

The teacher will place objects that are interesting and safe to touch into two paper bags. The objects to be touched may include pieces of fur, sandpaper, tree bark, toothbrush, leaves and so on. The class is divided into two groups. Each student in the group has a chance to reach into the bag and touch the objects and guess what is in the bag. The teacher will make a list on the board of what items the students think are in the bag. After each group makes educated guesses as to what objects are in the bag, the teacher will empty the contents to see if the students guessed the items in the bag correctly.

The teacher will indicate that the sense of touch is located in all parts of the skin but that the fingertips are the most sensitive. The teacher will involve the students in a discussion by asking them, "What would happen if we did not have a sense of touch?" Also, the teacher would acquaint the students with the importance of nerves and how the brain helps with the sense of touch.*

* When using this activity, the class can be divided into more than two groups with a bag of objects for each group.

ADDITIONAL POSSIBLE TOPICS FOR
SECOND GRADE HEALTH ACTIVITIES

I. SENSES

- A. Seeing
- B. Smelling
- C. Tasting
- D. Touching
- E. Hearing

II. MANNERS

- A. Friendliness
- B. Kindliness
- C. Please
- D. Thank you

III. SAFETY

- A. Animal safety
- B. Bicycle safety
- C. Fire safety
- D. Medicine safety
- E. Field trip safety

IV. FOOD GROUPS

- A. Dairy
- B. Meat
- C. Bread and cereal
- D. Fruit and vegetables

V. EXERCISE

- A. Muscles
- B. Joints

VI. TEETH

- A. Primary teeth loss
- B. Dental checkups

VII. HOSPITAL

- A. Emergency room
- B. X-ray room
- C. Hospital room
- D. Operating room
- E. Field trip to local hospital

VIII. ECOLOGY

- A. Turning off television
- B. Throwing away trash
- C. Using fly swatter

THIRD GRADE

Lesson Subject: Ecology/Litter

Activity:

On a warm spring or fall day, the students will take a hiking trip. The teacher will give each student a paper bag. Along the walk, the students will pick up any litter which is seen and place it in his paper bag. The teacher will indicate how much better the road or path looks after the trash has been picked up. The teacher will emphasize the importance of throwing away one's own trash so others will not have have to pick it up.*

* The class could clean up a park, the school grounds, or picnic grounds.

ADDITIONAL POSSIBLE TOPICS FOR
THIRD GRADE HEALTH ACTIVITIES

I. FEELINGS

- A. Ways to show feelings
 - 1. Facial expressions
 - 2. Spoken expressions
 - 3. Body expressions
- B. Helping people feel good about themselves
 - 1. Being friendly
 - 2. Including all people
 - 3. Welcoming new members

II. SAFETY

- A. Signs
- B. Automobile safety
- C. Fire drill safety
- D. Storm safety
- E. Game safety
- F. Chemical substance safety
- G. Field trip safety--police station

III. THE BODY

- A. Muscles
- B. Bones
- C. Nerves
- D. Brain
- E. Heart
- F. Lungs
- G. Stomach
- H. Kidneys

IV. KEEPING HEALTHY

- A. Growth
- B. Sleep
- C. Exercise
- D. Diet

V. CAUSES OF SICKNESS

- A. Bacteria
- B. Viruses

VI. BODY'S DEFENSE AGAINST DISEASES

- A. Skin
- B. White blood cells

VII. FOODS

- A. Importance of foods
- B. Different ways to serve food
- C. Four main food groups
- D. Daily servings from each food group

VIII. HEALTHY COMMUNITY

- A. Air pollution controls
- B. Water pollution controls

PART III

Suggested Health Curriculum for Grades Four through Six

Introduction

The instructors of grades four through six, as a result of an earlier meeting, agreed to have health activities at the fourth and fifth grade level and to have a health class at the sixth grade level. The health activities will be incorporated into the students' classroom work. A formal health class will be taught at the sixth grade level for one-half hour a day, the second semester of the sixth grade school year.

The sixth grade health class will serve as a review of materials which were taught in grades kindergarten through fifth grade. The subjects covered in sixth grade health will be discussed in more detail than in previous grades. Lecture, worksheets, visual aids, and educational games will be the methods of instruction used in teaching sixth grade health.

FOURTH GRADE

Lesson Subject: The physical makeup of a tooth

Activity:

The teacher will hand out a duplicated picture of the tooth. He will explain that each tooth is composed of four kinds of materials: enamel, dentin, pulp, and cementum. After the explanation is complete, each child will color the different parts of the tooth with contrasting colors. After the coloring is complete, the student will make a picture key to explain what part of the tooth is painted which color. In addition, the student will look up the definitions of the four parts of the tooth and at the bottom of the page indicate the purpose of each part of the tooth.*

* This activity combines the skills required in health, art, geography, and English.

ADDITIONAL POSSIBLE TOPICS FOR
FOURTH GRADE HEALTH ACTIVITIES

I. PERSONAL HEALTH

- A. Taking a bath
- B. Washing the hair
- C. Cleaning the fingernails
- D. Wearing deodorant
- E. Washing the hands before eating

II. THE HUMAN BODY

- A. Skin
 - 1. Covering
 - 2. Color
 - 3. Body temperature
- B. Heart
 - 1. Size
 - 2. Function
 - 3. Heartbeat
 - 4. Pacemaker
- C. Organs
 - 1. Eyes
 - 2. Lungs
 - 3. Kidneys
- D. Senses
 - 1. Five major senses
 - 2. Additional senses
 - a. Hunger
 - b. Thirst
 - c. Direction
 - d. Balance
- E. Brain
 - 1. Growth
 - 2. Size
 - 3. Function

III. SEXUAL AWARENESS

- A. Girls
 - 1. Breast Development
 - 2. Ovaries
 - 3. Vagina
 - 4. Menstruation
- B. Boys
 - 1. Facial hair
 - 2. Testes
 - 3. Penis
 - 4. Semen

IV. SAFETY

- A. Walking
- B. Preventing falls
- C. Selecting safe places to play

V. DRUGS

- A. Prescription
- B. Non-prescription

VI. KEEPING A HEALTHY BODY

- A. Eating habits
 - 1. Eating breakfast
 - 2. Eating junk food
 - 3. Choosing food from the four food groups
- B. Sleep
 - 1. Body rests
 - 2. Brain less active
 - 3. Restores energy to nerve cells
- C. Exercise
 - 1. Improves appearance
 - 2. Increases appetite

VII. GERMS

- A. Bacteria
- B. Viruses
- C. Protozoans

VIII. DISEASES

- A. Communicable diseases
 - 1. Cause
 - 2. Example
 - a. Cold
 - b. Mumps
 - c. Chicken pox
 - d. Measles
- B. Noncommunicable diseases
 - 1. Cause
 - 2. Examples
 - a. Polio
 - b. Diabetes
 - c. High blood pressure

IX. SMOKING

- A. Warning on package
- B. Effects on smoker
- C. Effects on nonsmoker

X. COMMUNITY HEALTH

- A. Health department
 - 1. Location
 - 2. Services
 - a. Traveling community nurse
 - b. Well-baby clinic
 - c. Vaccine program
 - d. Store and restaurant inspectors
- B. Water department
- C. Sanitation department

FIFTH GRADE

Lesson Subject: Cells

Activity:

The instructor will place prepared slides of muscle, fat, nerve, bone, and red and white blood cells under microscopes. Identified pictures of all the above cells will be placed around the room. The students will be divided into several groups with each group taking turns looking at the prepared slides through the microscopes. After identification is complete, the instructor will explain how tissue is formed when many, many cells of the same kind are grouped together. Likewise, the instructor will explain the difference between the light microscope and the electron microscope.

ADDITIONAL POSSIBLE TOPICS FOR
FIFTH GRADE HEALTH ACTIVITIES

I. EMOTIONS

- A. Showing emotions
 - 1. Mannerisms
 - 2. Voice change
- B. Controlling emotions
 - 1. Verbalizing them
 - 2. Exercising
 - 3. Working on a hobby

II. SKIN

- A. Epidermis
 - 1. Protective covering
 - 2. Pigment
 - a. Melanin
 - b. Freckles
 - c. Moles
- B. Dermis
 - 1. Sweat glands
 - 2. Oil glands
 - 3. Fingerprints

III. HAIR

- A. Growth
- B. Cleansing of hair

IV. NAILS

- A. Growth
- B. Manicure

V. SKELETON

- A. Function
 - 1. Shapes
 - 2. Supports
 - 3. Protects
- B. Skeletal makeup
 - 1. Bones
 - 2. Joints
 - 3. Muscles

VI. REPRODUCTION

- A. Pregnancy
 - 1. Symptoms
 - 2. Diet
 - 3. Term

- B. Birth
 - 1. Natural
 - 2. Cesarean

VII. FOODS

- A. Nutrients
- B. Vitamins
- C. Food groups
- D. Calories

VIII. DRUGS

- A. Side effects
- B. Uppers
- C. Downers

IX. SMOKING

- A. Tar
- B. Nicotine
- C. Diseases
 - 1. Emphysema
 - 2. Chronic bronchitis
 - 3. Lung cancer
- D. Marijuana

X. ALCOHOL

- A. Types
 - 1. Beer
 - 2. Wine
 - 3. Whiskey
- B. Effects
 - 1. Emotions
 - 2. Co-ordination

SIXTH GRADE

Lesson Subject: Bones/Muscles

Activity:

Look at the puzzle. Find the following five words: joints, cartilage, marrow, tendon, and ligaments. List and define each word beneath the puzzle.*

```
L C D G J K M J O I N T S
C A R T I L A G E F X Z Q
E R A Q W E F M P O I U Y
V B N M A R R O W I U Y T
O W T E N D O N S Y Y R R
P I O Y T E W Q X B V D X
I Y R X L I G A M E N T S
```

- * The teacher will go over the definitions with the students and add any additional material on bones and muscles.

SUGGESTED TEACHING CURRICULUM
FOR SIXTH GRADE HEALTH

I. PERSONAL HYGIENE

- A. Taking a bath
- B. Washing the hair
- C. Manicuring the nails
- D. Wearing deodorant
- E. Dressing appropriately

II. PERSONALITY

- A. Personality inventory
- B. Values
- C. Emotions

III. MENTAL PROBLEMS

- A. Neurosis
- B. Psychosis

IV. THE BODY

- A. Skin
 - 1. Function
 - 2. Layers
 - a. Dermis
 - b. Epidermis
- B. Bones
 - 1. Function
 - a. Supports
 - b. Protects
 - c. Provides movement
 - 2. Joints
 - a. Function
 - b. Types
- C. Muscles
 - 1. Voluntary muscles
 - a. Function
 - b. Examples
 - 2. Involuntary muscles
 - a. Function
 - b. Examples
- D. Heart
 - 1. Function
 - 2. Vessels
 - a. Arteries
 - b. Veins
 - c. Capillaries

- E. Lungs
 - 1. Function
 - 2. Process
 - a. Mouth
 - b. Trachea
 - c. Bronchial tubes
- F. Small intestine
 - 1. Function
 - 2. Secretions
- G. Kidneys
 - 1. Location
 - 2. Function
- H. Nerves
 - 1. Sensory nerves
 - 2. Motor nerves
- I. Glands
 - 1. Locations
 - 2. Purposes
 - 3. Secretions
- J. Lymph nodes
 - 1. Location
 - 2. Purpose

V. GROWTH

- A. Growth patterns
- B. Puberty
 - 1. Primary sex characteristics
 - 2. Secondary sex characteristics

VI. REPRODUCTION

- A. Reproductive glands
 - 1. Ovaries
 - a. Female
 - b. Secretions
 - 2. Testes
 - a. Male
 - b. Secretions
- B. Fertilized Cell
 - 1. Sperm
 - 2. Egg
- C. Pregnancy
 - 1. Symptoms
 - 2. Diet
 - 3. Term
- D. Birth
 - 1. Natural
 - 2. Caesarean

VII. FOOD

- A. Food groups
 - 1. Bread and cereal
 - 2. Meat
 - 3. Milk
 - 4. Fruit and vegetable
- B. Nutrients
 - 1. Carbohydrates
 - 2. Fats
 - 3. Minerals
 - 4. Proteins
 - 5. Vitamins
 - 6. Water

VIII. FIRST AID

- A. Choking
- B. Breathing stoppage
- C. Fainting
- D. Bleeding
- E. Broken bones
- F. Poisons

IX. DRUGS

- A. Prescription
- B. Nonprescription
- C. Stimulants
- D. Depressants
- E. Side effects

X. ALCOHOL

- A. Depressant
- B. Characteristics of alcoholics
- C. Alcoholics Anonymous

XI. SMOKING

- A. Tar
- B. Nicotine
- C. Diseases
 - 1. Emphysema
 - 2. Chronic bronchitis
 - 3. Lung cancer
- D. Marijuana

XII. COMMUNICABLE DISEASES

- A. Causes
- B. Cures
- C. Scientific experimentation

XIII. ECOLOGY

- A. Water pollution
 - 1. Causes
 - 2. Effects
 - 3. Safeguards
 - a. Water-Treatment plant
 - b. Water testing
 - c. Sewage-Treatment plant
 - d. Enforcement of water pollution laws
- B. Air pollution
 - 1. Causes
 - 2. Effects
 - 3. Safeguards
 - a. Controlled burning
 - b. Improved public transportation
 - c. Enforcement of air pollution laws
- C. Landscape pollution
 - 1. Causes
 - 2. Effects
 - 3. Safeguards
 - a. Cut down on paper wastes
 - b. Camouflage junkyards
- D. Noise pollution
 - 1. Causes
 - 2. Effects
 - 3. Safeguards
 - a. Quieter appliances
 - b. Passage of noise pollution laws

PART IV

Suggested Health Curriculum
for Eighth GradeIntroduction

The science and health instructors of the Teutopolis Junior High School, as a result of an earlier meeting, agreed to have a formal health class at the eighth grade level and no health instruction at the seventh grade level. The eighth grade health class will meet for forty minutes a day for one semester. Some subject areas which will be covered in eighth grade health will be first aid, the specific aspects of the systems of the body, health problems related to ecology, diseases, nutrition, quackery, drugs and health organizations. Lecture, worksheets, visual aids, and field trips, will be the methods of instruction used in teaching eighth grade health.

SUGGESTED TEACHING CURRICULUM
FOR EIGHTH GRADE HEALTH

I. ACHIEVING TOTAL HEALTH

- A. Aspects of health
 - 1. Physical
 - 2. Mental
 - 3. Social
- B. Items affecting health
 - 1. Heredity
 - 2. Environment
- C. Forming attitudes
- D. Making decisions
- E. Forming good relationships
 - 1. Family
 - 2. Dating partners
 - 3. Peer groups
- F. Using defense mechanisms
 - 1. Compensation
 - 2. Denial
 - 3. Identification
 - 4. Sublimation

II. SYSTEMS OF THE BODY

- A. Integumentary system
 - 1. Functions of the skin
 - a. Protection
 - b. Insulator
 - c. Temperature control
 - 2. Parts of the skin
 - a. Epidermis
 - b. Dermis
 - c. Melanin
 - d. Hair Follicle
 - e. Sweat gland
 - f. Oil gland
 - 3. Skin problems
 - a. Pimples
 - b. Blackheads
 - c. Warts
 - d. Moles
 - e. Freckles
 - f. Sunburn
 - g. Skin cancer
 - 4. Hair formation
 - 5. Dandruff
 - 6. Nails
 - a. Manicuring
 - b. Growth

B. Skeletal system

1. Purpose of bones
 - a. Protect vital organs
 - b. Muscle attachment
 - c. Support framework of body
 - d. Store essential minerals
 - e. Produce red and white blood cells
2. Number of bones
3. Types of bones
 - a. Short
 - b. Flat
 - c. Long
 - d. Irregular
4. Names of bones of the body
 - a. Spine
 - b. Thorax
 - c. Skull
 - d. Shoulder
 - e. Humerus
 - f. Ulna
 - g. Radius
 - h. Carpals
 - i. Metacarpals
 - j. Phalanges
 - k. Pelvic girdle
 - l. Femur
 - m. Tibia
 - n. Fibula
 - o. Patella
 - p. Tarsals
 - q. Metatarsals
 - r. Phalanges
 - s. Calcaneum
5. Arches of foot
 - a. Longitudinal
 - b. Transverse
6. Joints
 - a. Ball and socket
 - b. Hinge
 - c. Pivot
7. Function of joints
 - a. Articulation
 - b. Tendons
 - c. Ligaments
8. Bone marrow
 - a. Yellow
 - b. Red
9. Bone fractures
 - a. Simple
 - b. Compound
 - c. Greenstick

10. Repair of fractures

- a. Setting
- b. Surgery

C. Muscular system

- 1. Purpose
 - a. Bends body
 - b. Moves skeletal system
- 2. Classes of muscles
 - a. Smooth
 - b. Skeletal
 - c. Cardiac
- 3. Muscle terms
 - a. Prime mover
 - b. Antagonist
 - c. Flexion
 - d. Extension
- 4. Muscle identification
 - a. Trapezius
 - b. Gluteus maximus
 - c. Triceps
 - d. Biceps
 - e. Hamstrings
 - f. Gastrocnemius
 - g. Soleus
 - h. Quadriceps

D. Respiratory system

- 1. Description of respiration
 - a. Conducting portion
 - b. Respiratory portion
- 2. Route of respiration
 - a. Nostrils
 - b. Nasal cavities
 - c. Pharynx
 - d. Nasopharynx
 - e. Sinuses
 - f. Tonsils
 - g. Adenoids
 - h. Larynx
 - i. Vocal cords
 - j. Trachea
 - k. Bronchi
 - l. Alveoli
 - m. Bronchioles
- 3. Inhalation and exhalation
- 4. Problems occurring in respiratory tract
 - a. Asphyxiation
 - b. Colds
 - c. Strep throat
 - d. Laryngitis
 - e. Bronchitis
 - f. Asthma
 - g. Lung cancer

- E. Digestive system
 - 1. Function of digestion
 - 2. Digestive process
 - a. Mouth
 - b. Esophagus
 - c. Stomach
 - d. Small intestine
 - 3. Accessory digestive organs
 - a. Liver
 - b. Pancreas
 - c. Gall bladder
- F. Excretory system
 - 1. Excretory process
 - a. Large intestine
 - b. Kidneys
 - c. Bladder
 - d. Urethra
 - e. Urine
 - 2. Kidney complications
 - a. Kidney infection
 - b. Uremic poisoning
 - c. Kidney stones
 - d. Kidney transplant
 - e. Artificial kidney
- G. Circulatory system
 - 1. Facts about the heart
 - a. Size
 - b. Weight
 - c. Blood pumped per day
 - 2. Four chambers of heart
 - a. Right atrium
 - b. Right ventricle
 - c. Left atrium
 - d. Left ventricle
 - 3. Circulation of blood through heart
 - a. Superior vena cava to right atrium
 - b. Inferior vena cava to right atrium
 - c. Atrioventricular valve
 - d. Right ventricle
 - e. Pulmonary artery
 - f. Pulmonary vein
 - g. Left atrium
 - h. Atrioventricular valve
 - i. Left ventricle
 - j. Aorta
 - k. Blood to body
 - 4. Blood vessels
 - a. Arteries
 - b. Veins
 - c. Capillaries
 - 5. Blood pressure
 - 6. Heartbeat
 - 7. Heart sounds

8. Blood types
 - a. A
 - b. B
 - c. AB
 - d. O
9. Leukemia
- H. Endocrine system
 1. Types of glands
 - a. Endocrine
 - b. Exocrine
 2. Endocrine glands
 - a. Pituitary glands
 - (1) Anterior
 - (2) Posterior
 - b. Adrenal glands
 - c. Thyroid gland
 - d. Parathyroid glands
 - e. Islets of Langerhans
 - f. Testes
 - g. Ovaries
- I. Nervous system
 1. Central nervous system
 - a. Peripheral
 - b. Autonomic
 2. Types of neurons
 - a. Sensory
 - b. Central
 - c. Motor
 3. Nervous system terms
 - a. Receptor
 - b. Nerve stimulus
 4. Brain
 - a. Covering
 - b. Cerebrospinal fluid
 5. Regions of brain
 - a. Cerebrum
 - b. Cerebellum
 - c. Medulla
 6. Lobes of brain
 - a. Frontal
 - b. Temporal
 - c. Occipital
 - d. Parietal
 7. Complications involving the brain
 - a. Mental retardation
 - b. Contusion
 - c. Concussion
 - d. Skull fracture
 - e. Cerebral palsy
 - f. Epilepsy
- J. Lymphatic system
 1. Definition of lymph

2. Lymphatic vessels
 - a. Separate from circulatory system
 - b. Passageways for lymph
 3. Function of lymph nodes
 4. Re-entry of lymph into circulatory system
 - a. Thoracic duct
 - b. Subclavian veins
 - c. Superior vena cava
 - d. Heart
- K. Reproductive system
1. Female reproductive organs
 - a. Vagina
 - b. Cervix
 - c. Uterus
 - d. Fallopian tubes
 - e. Ovaries
 2. Male reproductive organs
 - a. Testicles
 - b. Scrotum
 - c. Epididymis
 - d. Vas deferens
 - e. Seminal vesicle
 - f. Prostate
 - g. Urethra
 - h. Bulbourethral glands

III. HUMAN GROWTH AND DEVELOPMENT

- A. Heredity
- B. Problems caused by heredity
 1. Muscular dystrophy
 2. Hemophilia
 3. Mongolism
- C. Puberty
- D. Pregnancy
 1. First indications of pregnancy
 2. Changes in mother's body
 3. Care during pregnancy
 4. Prenatal development
- E. Childbirth
 1. Labor
 2. Natural childbirth
 3. Postnatal period
 4. Breast feeding

IV. FIRST AID

- A. Definition of first aid
- B. Definition of emergency
- C. First aid procedures
 1. Stopped breathing
 2. Drowning
 - a. Reach
 - b. Throw

- c. Row
- d. Go
- 3. Choking
- 4. Electric shock
- 5. Bleeding
 - a. Direct pressure
 - b. Pressure point
 - c. Tourniquet
- 6. Poisoning
 - a. Antidote
 - b. Universal antidote
- 7. Shock
 - a. Keep victim lying down
 - b. Cover victim
 - c. Raise feet
- 8. Burns
 - a. First degree
 - b. Second degree
 - c. Third degree
- 9. Frostbite
- 10. Fainting

V. NUTRITION

- A. History of nutrition
- B. Definition of nutrition
- C. Basic food groups
- D. Basic nutrients
- E. Balanced meals
- F. Food fads

VI. QUACKERY

- A. Definition of quackery
- B. Quackery in the past
 - 1. Quack medicines
 - 2. Quack devices
- C. Government agencies protecting consumers
 - 1. Food and Drug Administration
 - 2. Federal Trade Commission
 - 3. Post Office Department
 - 4. Better Business Bureau
- D. Quackery today
 - 1. Testimonials
 - 2. Mail fraud
 - 3. Advertising

VII. DRUGS

- A. Drug use
 - 1. Relieving pain
 - 2. Treating health problems
 - 3. Preventing disease

- 4. Pleasure
- B. Drug abuse
 - 1. Definition of drug abuse
 - 2. Drug dependency
 - a. Physical
 - b. Psychological
 - 3. Withdrawal symptoms
- C. Classification of drugs
 - 1. Barbiturates
 - 2. Amphetamines
 - 3. Narcotics
 - a. Opium
 - b. Morphine
 - c. Codeine
 - d. Heroin
 - 4. Hallucinogens
 - a. LSD
 - b. Mescaline
 - c. Marijuana
 - d. PCP
 - 5. Alcohol
- D. Drug terminology
- E. Sources of help for drug abuse
 - 1. Parents
 - 2. Friends
 - 3. Hospital
 - 4. Organizations
 - a. Gateway House
 - b. Narcotics Anonymous
 - c. Phoenix House
 - d. Alcoholics Anonymous

VIII. DISEASES

- A. Infectious diseases
 - 1. Causes
 - 2. Contacting an infectious disease
 - 3. Incubation period of an infectious disease
 - 4. Effects
 - a. Physical
 - b. Mental
 - c. Social
 - 5. Examples
 - a. Common cold
 - b. German measles
 - c. Chicken pox
- B. Noninfectious diseases
 - 1. Causes
 - 2. Contacting a noninfectious disease
 - 3. Incubation period of a noninfectious disease
 - 4. Effects
 - a. Physical
 - b. Mental

- c. Social
- d. Economic
- 5. Examples
 - a. Cerebral palsy
 - b. Multiple sclerosis
 - c. Muscular dystrophy
 - d. Diabetes mellitus
 - e. Hemophilia

IX. POLLUTION AND HEALTH

- A. Water pollution related diseases
 - 1. Typhoid fever
 - 2. Dysentery
 - 3. Cholera
- B. Air pollution related diseases
 - 1. Chronic bronchitis
 - 2. Emphysema
 - 3. Asthma
- C. Health related effects of noise pollution
 - 1. Hearing loss
 - 2. High blood pressure
 - 3. Heart disease

X. HEALTH ORGANIZATIONS

- A. Official health agencies
 - 1. Local health department
 - 2. National Institutes of Health
 - 3. Department of Health and Welfare
- B. Professional health agencies
 - 1. American Medical Association
 - 2. American Dental Association
 - 3. American Public Health Association
- C. Volunteer health agencies
 - 1. American Cancer Society
 - 2. American Heart Association

PART V

Suggested Health Curriculum for Tenth Grade

Introduction

The instructors of health-related subjects in high school met on October 10, 1980, to discuss what health-related subject matter each instructor would teach in his class. Through the meeting, it was decided that the biology teacher will teach the chemical aspects of the body, Rh factor of blood types, genetic disorders, and the origin of the species. The social problems instructor will teach suicide as related to a person's emotions and emotional needs, drug abuse, and the psychological pressures of the teenage years. The general science instructor will review the systems of the body and ecology. The health instructor will cover death and dying, old age, family living, and sex education. The instructors agreed to have health instruction at the tenth grade level and no health instruction at the ninth grade level. The instructors felt that the students at the sophomore level would be mature enough to handle the subjects discussed in health class.

The high school health class will be conducted for fifty minutes a day for one semester. Lecture, worksheets, visual aids, guest speakers, and field trips, will be the methods of instruction used in teaching tenth grade health.

SUGGESTED TEACHING CURRICULUM
FOR TENTH GRADE HEALTH

I. EMOTIONAL DEVELOPMENT

- A. Definition of emotions
- B. Emotions and the body
 - 1. Autonomic nervous system
 - a. Sympathetic system
 - b. Parasympathetic system
 - 2. General adaptation syndrome
- C. Emotional needs
 - 1. Need for love
 - 2. Need for self-esteem
 - 3. Maslow's hierarchy of needs
- D. Dealing with emotions
 - 1. Defense mechanisms
 - 2. Cultural forces
- E. Development of emotions
 - 1. Genetic factors
 - 2. Environmental factors
 - 3. Intellectual factors
- F. Emotional maturity

II. MENTAL HEALTH

- A. Definition of mental health
- B. Problems in everyday living
 - 1. Environmental stress
 - 2. Individual stress
- C. Inability to handle problems
 - 1. Neurosis
 - a. Phobia
 - b. Obsession
 - c. Compulsion
 - d. Hypochondria
 - e. Hysteria
 - 2. Psychosis
 - a. Schizophrenia
 - b. Manic-depressive psychosis
 - 3. Personality disorders
- D. Medical help for problems
 - 1. Psychotherapy
 - 2. Community psychiatry
 - 3. Symptomatic treatment
 - a. Drugs
 - b. Electro-shock therapy
 - c. Insulin-shock therapy
 - d. Lobotomy

III. NUTRITION

- A.
 - 1. Provides energy
 - 2. Satisfies hunger
 - 3. Serves to express socioreligious ideas
 - 4. Displays social status
 - 5. Helps people cope with stress
 - 6. Influences behavior
- B. Nutrients
 - 1. Water
 - a. Maintains body temperature
 - b. Provides a medium for chemical reactions
 - c. Transports substances
 - 2. Protein
 - a. Helps regulate internal water
 - b. Builds enzymes
 - c. Helps children grow
 - d. Provides for lactation
 - 3. Carbohydrates
 - a. Provides energy
 - b. Helps with the production of blood sugar
 - 4. Fats
 - a. High in calories
 - b. Insulates the body
 - 5. Vitamins
 - a. Fat-soluble vitamins
 - (1) Vitamin A
 - (2) Vitamin D
 - (3) Vitamin E
 - (4) Vitamin K
 - b. Water-soluble vitamins
 - (1) Vitamin C
 - (2) Vitamin B complex
 - 6. Minerals
 - a. Calcium
 - b. Phosphorus
 - c. Iron
 - d. Copper
 - e. Iodine
 - f. Fluorine
 - 7. Fiber
 - a. Aids in digestion
 - b. Aids in elimination
- C. Nutritional Problems
 - 1. Kwashiorkar
 - a. Lack of protein
 - b. Common in undeveloped countries
 - 2. Beriberi
 - a. Lack of vitamin B₁
 - b. Common in Asian countries
 - 3. Pellagra
 - a. Lack of the vitamin niacin

- b. Common in countries where corn is the main part of the diet
- 4. Rickets
 - a. Lack of vitamin D
 - b. Common around the world
- 5. Scurvy
 - a. Lack of Vitamin C
 - b. Causes blood vessels to become weak
- D. Balanced diet
 - 1. Weight control
 - 2. Pregnancy
 - 3. Decreased chance of heart disease

IV. HUMAN SEXUALITY

- A. Patterns of sexual activity
 - 1. Masturbation
 - 2. Petting
 - a. Substitute for coitus
 - b. Foreplay
 - c. Cunnilingus
 - d. Fellatio
 - 3. Coitus
 - a. Premarital coitus
 - b. Coitus in marriage
 - c. Extramarital coitus
 - 4. Homosexuality
 - 5. Bisexuals
 - 6. Prostitution
- B. Sexual response cycles
 - 1. Female cycle
 - a. Excitement phase
 - b. Plateau phase
 - c. Orgasmic phase
 - d. Resolution phase
 - 2. Male cycle
 - a. Excitement phase
 - b. Plateau phase
 - c. Orgasmic phase
 - d. Resolution phase

V. REPRODUCTION

- A. Female system
 - 1. Ovaries
 - 2. Fallopian tubes
 - 3. Uterus
- B. Male system
 - 1. Penis
 - 2. Testes
 - 3. Prostate
 - 4. Seminal vesicles
 - 5. Bulbourethral glands

- 6. Epididymis
- 7. Vas deferens
- C. Pregnancy
- D. Prenatal care
 - 1. Doctor visits
 - 2. Blood examinations
 - 3. Amniocentesis test
- E. Childbirth
 - 1. Natural
 - 2. Caesarean
- F. Breastfeeding
- G. Menopause

VI. BIRTH CONTROL

- A. Family planning
- B. Birth control requiring no purchases or medical care
 - 1. Abstinence
 - 2. Rhythm method
 - 3. Withdrawal
 - 4. Lactation
- C. Birth control requiring equipment but no medical care
 - 1. Condoms
 - 2. Foams
 - 3. Creams
 - 4. Jellies
- D. Birth control requiring medical care
 - 1. Oral contraceptives
 - 2. Intrauterine devices
 - 3. Diaphragms
- E. Birth control methods requiring surgery
 - 1. Vasectomy
 - 2. Tubal ligation
 - 3. Abortion
 - a. Suction
 - b. Saline induction
 - c. Hysterotomy

VII. VENEREAL DISEASES

- A. Definition of venereal disease
- B. Types of venereal disease
 - 1. Syphilis
 - 2. Gonorrhea
 - 3. Herpes II
- C. Symptoms of venereal disease
- D. Causes of venereal disease
- E. Treatment of venereal disease
- F. Misconceptions regarding venereal disease
- G. Control of venereal disease

VIII. MARRIAGE

- A. Reasons for marriage
 - 1. Social pressure
 - 2. Escape from unhappy home life
 - 3. Security
 - 4. Money
 - 5. Love
- B. Finding a marriage partner
 - 1. Self-identity
 - 2. Personality
 - 3. Meeting places
 - 4. Fate
- C. Marriage--His and Hers
 - 1. Woman's marriage
 - a. Poorer mental health
 - b. Share domestic chores
 - c. Change in life style
 - 2. Man's marriage
 - a. Life is longer
 - b. Better health
 - c. More likely to prosper in work
 - d. Share domestic chores
- D. Making marriage work
 - 1. Personality differences
 - 2. Money
 - 3. Sex
 - 4. Children
- E. Divorce
- F. Alternatives to marriage
 - 1. Living together
 - 2. Group marriage
 - 3. Single parenthood
 - 4. Individual living

IX. PARENTHOOD

- A. The parental role
 - 1. Emotional development
 - 2. Social development
 - 3. Intellectual development
- B. Parent-child interaction
 - 1. Discipline
 - 2. No-lose method
 - 3. Adolescence
- C. Social-class differences
- D. Good parents

X. HEREDITY

- A. Tools of inheritance
 - 1. Genes
 - 2. Chromosomes

- B. Process of Meiosis
- C. Gene abnormalities
 - 1. Sickle cell anemia
 - 2. Phenylketonuria (PKU)
 - 3. Tay-sachs disease
- D. Chromosome abnormalities
 - 1. Down's syndrome
 - 2. Turner's syndrome
 - 3. Klinefelter's syndrome
- E. Congenital malformations
 - 1. Congenital deafness
 - 2. Spastic cerebral palsy
 - 3. Cleft lip or palate

XI. AGING

- A. Aging process
 - 1. Longevity
 - 2. Physical changes
 - 3. Mental changes
- B. Dealing with aging
 - 1. Maturity
 - 2. Self-concept
 - 3. Sexuality
- C. Family life
 - 1. Marital life
 - 2. Grandparenthood
 - 3. Widowhood
 - 4. Remarriage
- D. Social-life changes

XII. ACUTE CONDITIONS

- A. Definition of acute condition
- B. Effects of acute conditions
 - 1. Physical effects
 - 2. Mental effects
 - 3. Social effects
 - 4. Economic effects
- C. Examples of acute conditions
 - 1. Heart disease
 - a. Symptom
 - b. Cause
 - c. Treatment
 - 2. Stroke
 - a. Symptom
 - b. Cause
 - c. Treatment
 - 3. Cancer
 - a. Warning signs
 - b. Cause
 - c. Treatment

XIII. DEATH AND DYING

- A. Attitudes toward death
 - 1. Denial of death
 - 2. Institutionalized death
 - 3. Simulated death
- B. Needs of the dying person
 - 1. Hospice approach
 - 2. Ambulatory dying
- C. Coping with death
 - 1. Kubler-Ross stages of death
 - a. Denial and isolation
 - b. Anger
 - c. Bargaining
 - d. Depression
 - e. Acceptance
 - 2. Drug therapy
 - a. Marijuana
 - b. Heroin
 - c. LSD
- D. Funeral rites
 - 1. Traditional burial
 - 2. Cremation
 - 3. Donation of body to science
 - 4. Expenses of a funeral
 - a. Services
 - b. Type of burial
 - c. Flowers
 - d. Tombstone
 - 5. Needs of the bereaved
- E. Suicide
- F. Euthanasia

XIV. HEALTH CHOICES

- A. Selecting doctors
 - 1. Ophthalmologists
 - 2. General practitioners
 - 3. Obstetrician
- B. Selecting Insurance
 - 1. Health
 - 2. Life
- C. Selecting health care products
 - 1. Toothpaste
 - 2. Deodorant
 - 3. Mouth wash
- D. Selecting a life style
 - 1. Exercise
 - 2. Diet
 - 3. Sleep

CHAPTER IV

Summary, Rationale, And RecommendationsSummary

The purpose of this field study was to develop a health curriculum for kindergarten through tenth grade in Teutopolis Community Unit School District #50.

Health education at Teutopolis High School has been included in the curriculum for approximately eight years; however, health education at the junior high school level has only been part of the curriculum for two years or since 1978. There has never been a formal health instructional program in the elementary grades of Teutopolis Community Unit School District #50.

Health instruction at the junior high school consists of thirty minutes of instruction at the eighth grade level, during the last one-half of the students' noon hour. Since the students are required to relinquish part of their noon hour each day for health instruction, and because of the limited amount of time available to teach health, the students enter junior high health class with a poor attitude and lack a sufficient background in the subject of health. This poor attitude carries over into high school where health class is mandatory in order for students to graduate. High school health is taught at the freshman level.

In order to change the attitudes of the students and to provide them with a background of health information, the assistant principal and health instructors felt a revision of the health instructional programs at Teutopolis Community Unit School District #50 was needed.

The process of changing the Teutopolis Community Unit School District #50 health curriculum began by conducting meetings with the instructors of all instructional levels to discuss what health-related material was taught at each grade level. The meetings were conducted with the high school health instructor and the assistant principal conducting them. As a result of the meetings, the instructors decided that health instruction needed to be conducted in the elementary grades on a limited basis and that one semester of health instruction should be taught during the students' sixth, eighth and tenth grade levels. Likewise, the instructors discussed the importance of having health instruction during the school day and not at the noon hour in the hopes that this would help to improve the students' attitudes. As a result of the meetings and discussion, a health curriculum was developed for grades kindergarten through tenth grade.

Rationale

Health education has undergone revolutionary changes over the past several years.⁴ New information and insights

⁴Dr. John La Place, Health, (New Jersey: Prentice Hall, Inc., 1976), p. XV.

into the areas of psychology, sociology, science, medicine, and technology have enabled educators to achieve a greater understanding of the health problems which affect one's daily life. The traditional concern with finding cures for disease has been replaced by the realization that health encompasses a wide variety of personal, social, and environmental factors.

This new awareness of the complexity and interrelationship of health problems has been accompanied by great changes in the teaching of health. Once focusing primarily on anatomy and hygiene, health education today encompasses a great number of critical, contemporary issues. Such issues as the influence of family and society on mental health, the causes of drug abuse, the changing role of women, the influence of diet and exercise on longevity, and the health consequences of environmental pollution are all a part of today's health education programs. To deal with these issues, a shift in approach in health courses has become necessary. Rather than conveying facts or rules of behavior to the student, health educators now attempt to provide knowledge that will enable students to make their own decisions on matters that are important to their total well-being.⁵

Because of the changing trends in health education, the Teutopolis Community Unit School District #50 felt a revision of the health curriculum was necessary. A health curriculum for kindergarten through tenth grade was developed

⁵Dr. John La Place, Health, (New Jersey: Prentice Hall, Inc., 1976), p. XV.

for the following reasons:

1. To assure a continuous program of health instruction throughout the Teutopolis School System.
2. To assure a program of instruction that follows a logical continuum rather than a repetitious one.
3. To assure that students are familiar with the physical, mental, and social aspects of health.

Recommendations

Although this field study was appropriate for Teutopolis Community Unit School District #50, it may not be a sufficient health curriculum for another school system. The Teutopolis School Unit is a very small school district, employing eighty teachers to instruct approximately 1400 students. The small number of teachers makes communication among them readily accessible. There is only one health instructor at the high school level, and this same instructor teaches junior high health. In a larger school system, there would be a greater number of instructors and this could cause difficulties in communication.

Difficulties were encountered during the field study in the areas of scheduling of meetings, subjects to be taught, the use of textbooks at the grade school level, and the extent to which sex education should be taught. The scheduling for the meetings presented problems and the meetings eventually had to be held during a scheduled workshop. Instructors were reluctant to come to school early or stay after school for meetings. Instructors debated at length about

the subjects each instructor wanted to teach. All the elementary level instructors agreed to have health at the elementary level on a limited basis, but these same instructors did not want to develop health learning activities. Instead, they wanted to purchase primary health textbooks for the students. Also, the subject of sex education was a controversial area in the health curriculum. Some instructors felt this area should be omitted, while others believed this to be an essential part of the health curriculum. Therefore, it was decided to include sex education in the curriculum and offer health at the sophomore level, instead of the freshman level, thus allowing the students to further mature. Aside from these difficulties encountered during the field study, instructors strengthened their professional relationships and gained much insight into the field of health education.

In order for the health curriculum to be of value to the instructors and students, it must be closely followed. Likewise, the instructors must keep a record of audio-visual aids which are used in their classes. Instructors must be willing to order and preview textbooks and audio-visual materials in order to get the best that are available in the field. Finally, the health curriculum must have administrative and parental support in order for students to receive full benefits from the health program.

APPENDIX A

Audio-Visual Materials*

Alcohol

Alcohol: Facts, Myths and Decisions
1 filmstrip w/rec.

I'll Choose the High Road
1 filmstrip w/rec.

Consumer Health

Buyer Beware
1 filmstrip w/rec.

Typical Gyps and Frauds
2 filmstrips w/cass.

Words in Advertising
1 filmstrip w/cass.

Dental Health

Good Dental Health is up to You
1 filmstrip

Exercise

Physiology of Exercise
1 filmstrip w/cass.

First Aid

CPR
1 filmstrip w/rec.

First Aid: Newest Techniques
1 filmstrip w/rec.

Nutrition

Nutrition for You
2 filmstrips w/rec.

Personality

Developing Your Personality
5 filmstrips

Discovering Your Personality: Who Are You?
2 filmstrips w/cass.

This is You
1 filmstrip

Systems of the Body

The Human Body
6 filmstrips

The Mouth (Digestion and Respiration)
1 filmstrip

- * These health audio-visual materials are located in the Teutopolis Elementary School Library.

APPENDIX B

Audio-Visual Materials*

Acute Conditions

Enemies of the Body
4 filmstrips w/cass.

Alcohol

Alcohol: America's "Drug of Choice"
3 filmstrips w/rec.

I'll Choose the High Road
1 filmstrip w/rec.

Teenage Alcoholism
4 filmstrips w/cass.

Tobacco and Alcohol: The \$50,000 Habit
2 filmstrips w/rec.

Drugs

Drug Information
2 filmstrips w/rec.

The Drug Threat: Your Community's Response
2 filmstrips w/rec.

Ecology

Ecology: Can Man and Nature Coexist
2 filmstrips w/rec.

Environment: Changing Man's Values
2 filmstrips w/rec.

The Trash Explosion
1 filmstrip

Emotions

Adolescence: Changing Values
4 filmstrips w/rec.

Emotions (Con't)

Love-Hate: Our Mixed Emotions
2 filmstrips w/rec.

Nutrition

Nutrition: Energy, Growth, and Repair
1 filmstrip

Teenage Diet, Nutrition, and Exercise
6 filmstrips w/cass.

Senses

Your Eyes: How They Function
2 filmstrips w/cass.

Sex Education

Gynecologic Examination
1 filmstrip w/cass.

Teenage Pregnancy
3 filmstrips w/cass.

Suicide

Last Cry for Help
4 filmstrips w/cass.

Suicide: Causes and Prevention
2 filmstrips w/cass.

Systems of the Body

Our Heart and Circulation
1 filmstrip

The Systemic Approach to Physiology
3 filmstrips w/cass.

Your Blood: How It Functions
2 filmstrips w/cass.

Your Heart: How It Functions
2 filmstrips w/cass.

Tobacco

Tobacco and Alcohol: The \$50,000 Habit
2 filmstrips w/rec.

Venereal Disease

"Herpie" The New VD Around Town
1 filmstrip w/cass.

- * These health audio-visual materials are located in the Teutopolis High School Library.

APPENDIX C

Suggested Field TripsFor Health Classes

1. Alateen Center
2. Aluminum Recycling Plant
3. Dentist's Office
4. Drug Abuse Center
5. Fire Station
6. Funeral Home
7. Halfway House
8. Health Department
9. Health Food Store
10. Hospital
11. Jail
12. Mental Hospital
13. Museum
14. Nursing Home
15. Optometrist's Office
16. Pharmacy
17. Planned Parenthood
18. Police Station
19. Rehabilitation Center
20. Sewage Disposal Plant
21. Supermarket
22. Water Treatment Plant

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